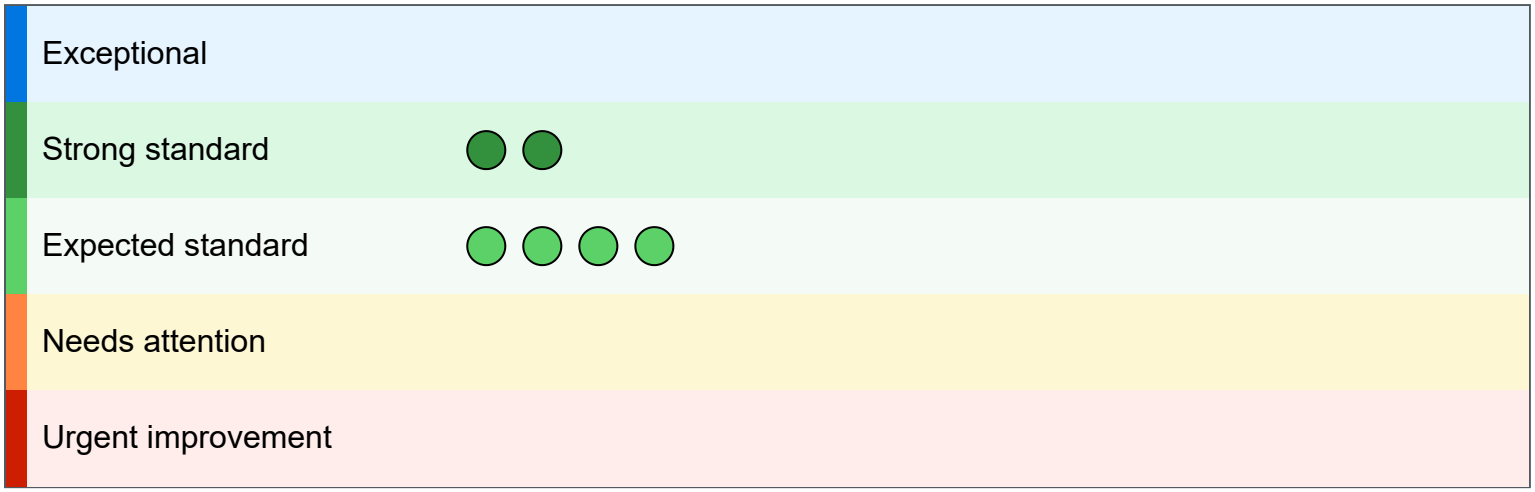
Grange Junior School

Address: Grange Lane, Gosport, Hampshire, PO13 9RX

Unique reference number (URN): 116170

Inspection report: 2 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders identify pupils' needs swiftly and accurately. They ensure that provision is carefully tailored for pupils with special educational needs and/or disabilities, those who are disadvantaged, pupils known to social care and those who face other barriers to learning. Staff typically provide high-quality teaching for pupils. They make changes to support learning, such as personalised workstations, soft starts and extra adult help. This helps many pupils become more independent over time.

Leaders have established effective, well-embedded systems to reduce barriers to learning. This includes targeted support in phonics and reading. Staff use carefully chosen resources in mathematics. They also provide helpful scaffolding, such as visual prompts and structured vocabulary support. Staff routinely check pupils' understanding and adapt learning so that pupils build knowledge. As a result, pupils, including those who face the greatest barriers, take part in lessons and develop confidence in their learning.

Rigorous and systematic monitoring underpins leaders' work. Staff regularly review pupils' progress, including those on reduced timetables. They use this information to adapt support and keep it effective. Leaders review interventions regularly and improve them. As a result, pupils' attendance, engagement and independence improve over time.

Leaders work closely with families and a wide range of external professionals to secure the right support for pupils, particularly those with more complex needs. Leaders use pupil premium funding carefully and with clear purpose. They use it to provide smaller teaching groups. They also give pupils access to wider experiences, such as 'Explore to Learn' and 'The Nature Nook'. This helps pupils to overcome barriers to learning, develop independence and engage increasingly well in school.

Personal development and wellbeing

Strong standard

Leaders have created a highly effective and carefully sequenced programme for personal development and wellbeing. They tailor the programme closely to the needs of the school's community. Leaders understand pupils' experiences beyond school and use this knowledge to design a curriculum that broadens pupils' horizons and supports them to thrive. They review the programme regularly and use what they learn to improve it.

Staff teach the relationships, sex and health education curriculum well. Pupils build secure, age-appropriate knowledge about relationships, health and personal safety. Staff enrich learning through themed weeks and work with external experts. Pupils learn about online safety, mental health and citizenship. As a result, pupils understand these topics well and apply this knowledge in their daily lives.

Pupils take part in a wide range of activities that promote leadership and personal growth. Participation is high, including for pupils who face barriers to learning. Many pupils attend enrichment activities and residential visits. These experiences broaden their understanding of the world. Leaders provide a wide range of sports opportunities. An increasing number of girls take part in football, which promotes equality and reflects leaders' commitment to

inclusion.

Leaders and staff understand pupils' needs well and act quickly to support them. Well-trained staff, including home–school link workers, provide timely and tailored support. This helps pupils manage their emotions and engage positively in school life. As a result, pupils grow in confidence, resilience and independence.

Pupils contribute to school life through roles, such as school council members. Pupils apply for these roles and take them seriously. They meet regularly and share ideas to improve the school. Leaders listen to their views and act on them. Across the school, pupils feel included and valued. They understand equality, diversity and fundamental British values, and they apply these in their daily interactions. Pupils are very well prepared for their next steps.

Expected standard

Achievement

Expected standard

Pupils generally achieve well across the curriculum. They make secure progress from their starting points. Pupils explain their learning confidently and demonstrate secure understanding.

Pupils, including those with special educational needs and/or disabilities, decode unfamiliar texts effectively using strategies learned in phonics lessons. In mathematics, they use subject-specific vocabulary accurately and apply calculation methods with confidence. These secure foundations support pupils' learning across subjects.

Pupils who face additional barriers, including those with education, health and care plans, make appropriate progress and develop increasing independence. By the end of key stage 2, attainment is broadly in line with national averages. Although outcomes in the multiplication tables check are lower than in other areas, pupils demonstrate secure number fluency by the end of key stage 2. Teaching typically prepares pupils well for the next stage of their education.

Leaders' work to improve writing is having a positive impact. Pupils do not yet consistently apply the same high standards of spelling and presentation across all curriculum areas, however.

Attendance and behaviour

Expected standard

Leaders prioritise attendance and have established clear systems to monitor and improve it. Overall, attendance is broadly in line with national averages. Leaders follow up on absences promptly through daily contact, regular reviews and strategic oversight. Leaders identify barriers early. They implement tailored support, including work with external agencies where needed. This work is improving attendance over time. It is helping pupils who previously had high levels of absence, including those with complex emotional needs, to improve. Despite this, a small number of pupils continue to face barriers to regular attendance.

Pupils typically behave well in lessons and around the school. Established routines contribute to generally calm and purposeful learning environments. A small number of pupils do not always remain consistently focused, however. This can affect their learning. Leaders are taking appropriate action to support these pupils to improve their engagement over time. Staff make appropriate adjustments for pupils with additional needs so that they can take part successfully.

Staff organise playtimes effectively with structured activities that support inclusion and reduce conflict. Relationships between staff and pupils are positive. Staff support pupils to understand expectations and increasingly take responsibility for their behaviour. Staff take incidents of bullying seriously. Leaders manage behaviour effectively, and recorded incidents of bullying are reducing over time.

Curriculum and teaching

Expected standard

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching. They have established a broad and ambitious curriculum that places a clear focus on reading, vocabulary development and mathematical fluency. Learning is carefully sequenced. Pupils build knowledge over time, particularly in subjects, such as mathematics.

In the core subjects, the curriculum is typically well planned with clearly defined end points. Reading, writing and mathematics build coherently over time. Pupils typically develop secure important knowledge. This includes the vocabulary needed to access learning across subjects. The wider curriculum is also structured so that pupils build appropriate knowledge and skills in subjects, such as geography, art, music and religious education.

Teaching is generally effective. Teachers demonstrate secure subject knowledge. They use assessment to address misconceptions. Staff explain ideas clearly and give pupils opportunities to revisit previous learning. Adaptations for pupils with special educational needs and/or disabilities and other barriers enable them to access learning successfully.

Staff do not always deliver the curriculum with the same level of precision, however. At times, differences in modelling or task design mean that pupils do not consistently build knowledge as securely as intended. Leaders have identified this. They are taking appropriate action to ensure that all staff deliver the planned curriculum with greater consistency and precision.

Leadership and governance

Expected standard

Leaders understand the school's context, strengths and areas for development well. They use this knowledge to choose the right priorities and improve pupils' outcomes and experiences. Leaders set high expectations and model professionalism. Staff share this ambition, which helps to improve pupils' achievement and wellbeing. This creates a positive culture across the school.

Staff feel valued and well supported. Leaders take steps to manage workload and make sure expectations are reasonable. Leaders link professional development closely to the

school’s priorities. Staff develop their subject knowledge and improve their teaching. This strengthens the quality of education, although this is not yet consistent in all subjects.

Leaders work with external partners to improve practice and support pupils, especially those who face additional challenges. Leaders build positive relationships with parents and carers. They stay visible and approachable, and they communicate regularly. Parents engage well with the school during events, like sports day and school fairs. Leaders continue to develop ways to involve parents more in supporting pupils’ learning.

Those responsible for governance know the school well. They carry out their statutory duties. They visit the school regularly and review leaders’ reports about pupils’ outcomes and the use of resources. They provide support and challenge that helps leaders stay focused on key priorities.

Leaders review the impact of their work across the school. They use this information to decide next steps and make improvements. Leaders take appropriate action to secure further improvements, although some initiatives are still embedding.

What it's like to be a pupil at this school

Pupils enjoy attending this school and are proud to be part of its community. They feel safe and effectively supported by adults, who know them well and respond carefully to their individual needs. Pupils speak positively about their relationships with staff and identify trusted adults they can approach about any worries.

Pupils generally behave well in lessons and around the school. They understand the expectations set for them and are increasingly able to manage their own behaviour. Structured playtimes and opportunities for leadership, such as being school councillors, house captains and curriculum champions, help pupils to take responsibility and contribute to school life. Curriculum champions meet regularly to review learning and identify improvements. Pupils value the opportunity to influence decisions. For example, their ideas have led to class worry monsters that help pupils feel ready to learn. Pupils say that bullying is rare and are confident that staff deal with any concerns quickly and effectively.

Pupils enjoy their learning and engage positively in lessons. They generally develop secure knowledge and can talk about what they have learned. Pupils who need extra support benefit from carefully planned adaptations that help them to take part fully in learning and become increasingly independent. By the end of key stage 2, pupils are typically well prepared for the next stage of their education.

Pupils enjoy a range of wider opportunities. Themed weeks and community events help them to develop confidence and understand how to contribute positively to society. They learn about healthy relationships, how to stay safe, including online, and how to look after their physical and mental health.

Pupils feel included and respect each other's differences. They understand the school's values and can explain how they help them to make positive choices, work together and develop a secure sense of belonging within the school community.

Next steps

- Leaders should ensure that all staff deliver the planned curriculum with the same level of precision, so that pupils build knowledge securely as they move through the school.
- Leaders should continue to embed expectations for legibility and spelling accuracy in all curriculum areas, so that pupils' written work reflects the same high standards.

About this inspection

The chair of the board of governors in this school is Ian Court.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers, the assistant headteacher, staff and pupils during the inspection. The lead inspector also met with representatives of the governing body, the virtual school and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Co-headteachers: Leiza Harris and Kay Sadler

Lead inspector:
Ian Howie, His Majesty's Inspector

Team inspectors:
Sarah Hilditch, Ofsted Inspector
Donna Fox, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 2 June 2026

School and pupil context

Total pupils

253
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.11%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.14%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.95%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	59%	Close to average
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	54%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (final)	57%	69%	-13 pp
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	63%	80%	-16 pp
2022/23 (final)	63%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	78%	-21 pp
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	38%	77%	-40 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	57%	79%	-23 pp
2022/23 (final)	54%	79%	-25 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	12.4%	14.6%	Close to average
2022/23 (3 term)	16.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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